



**Queen's College**

# **Annual School Plan**

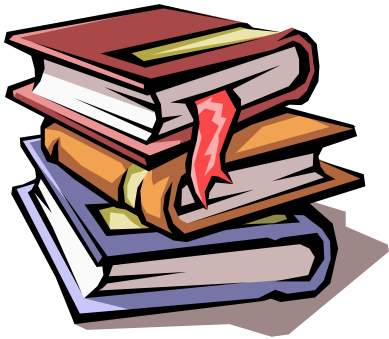
**2013 - 2014**

# Queen's College

## School Vision & Mission

### OUR VISION

It is our vision to provide students with an all-round education aimed at excellence in moral, intellectual, physical, inter-personal and aesthetic development, whereby they can achieve self-fulfillment in all respects throughout their lives and become leaders of tomorrow.



### SCHOOL MISSIONS

1. To nurture in students a love of life-long learning;
2. To promote the spirit in the school motto – *Labor Omnia Vincit*;
3. To develop students' mind and inculcate in them a strong sense of responsibility, self-discipline, integrity and, above all, self-esteem;
4. To ensure that students attain a high level of intellectual development in preparation for further scholastic achievements;
5. To provide students with a balanced range of activities conducive to good health and to make them aware of the importance of sports and sportsmanship;
6. To impress upon students the significance of harmonious inter-personal relationship and of serving the community and the world at large as well as developing their skills of leadership;
7. To cultivate students' creative talents and appreciation of aesthetics;
8. With a view to realizing the aforesaid goals, to encourage the involvement of parents, alumni and members of the community in the activities of the school and to provide opportunities for enhancing the professional development and commitment of the staff.

### CORE VALUES

**Staff** – Commitment, Mutual Respect, Partnership, Care, Self Evaluation, Pursuit of Excellence, Creativity, Fiscal Conservation.

**Students** – Diligence, Brotherhood, Pursuit of Excellence, Integrity, Responsibility.

## **Areas of Major Concerns for 2013-14 (in order of priority)**

1. Enhancing learning and teaching effectiveness
2. Strengthening students' core values
  - 2.1 Character Building: Be a Respectful and Responsible Queenian with Firm Beliefs
  - 2.2 Promotion of social awareness

## Major Concern:1. Enhancing Learning and Teaching Effectiveness

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>(A) To nurture students' learning capabilities</b>					
To conduct training courses in effective study skills and basic research skills for Junior Forms Students	S. 1 Students – Learning Style of Students [了解你的學習風格] (4 hours lessons) S. 2 Students – Reading Strategies I [閱讀策略 I: 讓學習成果看得見] (2 hours lessons) S. 3 Students – Reading Strategies II [閱讀策略 II: 好讀者秘笈] (2 hours lessons)	70% of students agree that they have got improvement in their learning after they have applied the skills and knowledge being taught in their study of various subjects	Collect questionnaires from students	Service provider	Morrison Fund & LS / LWL lessons
To conduct remedial classes for students with learning difficulties	Remedial classes of Chinese, English and Mathematics are organized for students with low performance in their respective subjects after school.	70% of the attendants have got improvement in academic performance	Measure the number of attendants who have got improvement in examinations	HODs (Chinese, English and Mathematics)	Teaching assistants
To enhance students' self-awareness, positive thinking, goal setting skills and studying skills so that their learning motivation can be increased.	『正能量加油站』workshops for S. 1 and S. 2 students with special educational needs by Educational Psychologist and Social Worker.	70% of participants agreed the program is useful.	Collect questionnaires from students	Educational Psychologist and Social Worker	Educational Psychologist and Social Worker

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	People Responsible	Resources Required
To develop proper learning atmosphere by peer support among students (e.g. cooperative learning)	Cooperative learning strategies are adopted in teaching in certain topics of different subjects for junior form students.	70% of groups agree that they have confidence and interest in learning by adopting the cooperative learning approach	Collect questionnaires from students	HODs	Teachers QC Intranet
To enhance the learning and examination skills of S. 1 – S. 3 students.	Sharing sessions about learning methods are conducted in morning assembly for junior Student	Most of the students agree that both the learning and examination skills are relevant and useful	Collect questionnaires from students	Teacher i/c	Assembly i/c QC Intranet
To share with DSE students regarding examination preparation	DSE Preparation Experience Sharing by OBA representatives		Observation	Career Teacher i/c	Inviting OBA representatives to share their examination preparation experience
To let students aware of the enjoyment of learning through writing and research	S. 1 – 3 : 區樂民醫生 (appledoctors@hotmail.com) 題目 - [寫作經驗心得分享] S. 4 – 5 : 李逆熵(李偉才)博士 題目 - [思考與研究方法心得分享]	Majority of the students are attentive and participative in the talks.	Observation	Teacher i/c and Teacher Librarian	
To offer special support for SEN students	Relevant assistance is provided to SEN students to cope with their studies and enjoy their school lives.	50% of students have got improvement in academic performance and work with schoolmates harmony.	Collect questionnaires from teachers concerned	Teacher i/c (SEN)	Teaching assistant (SEN)

Strategies / Tasks	Activities	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<b>(B) To build up a Learning Circle for Effective Pedagogies</b>					
To enhance curriculum leadership (by attending courses, workshops, seminars, reflections etc.)	Teachers are encouraged to attend relevant courses / seminars / workshops for self-development.	70% of teachers attend relevant activities.	Measure the number of teachers attend relevant activities.	All Teachers	
Good Practice Sharing (to promote greater collaboration and professional sharing among teachers)	Teachers are encouraged to share their knowledge and skills developed in their professional development.	At least one professional sharing done in the panel meeting and / or cooperative lesson preparation done per year	Self-evaluation of departments.	HODs	

## 2. Strengthening Students' Core Values

2.1 Whole School Approach to Character Building:- Be a Respectful and Responsible Queenian with Firm Beliefs (especially on enhancing AQ)					
Strategies/Tasks	Time Scale	Success Criteria	Methods of evaluation	People Responsible	Resources Required
<p>Overall Strategy: Taking PATHS as reference (enough dosage is the key factor of successful character / values education programs), students are to be immersed in various programs throughout the academic year.</p> <p>Respect: Nurturing the mindset to respect oneself and others corresponding to situations.</p> <p>Responsibility: cultivating the attitude to be responsible for one's own learning and personal growth</p> <p>Firm beliefs: developing the habit of assertiveness, positive thinking and emotion management</p> <p>Tasks:</p> <ol style="list-style-type: none"> <li>1. Assembly and reading session sharing (閱讀悅德計劃)</li> <li>2. S.1 / S.2 Peer Concern and Guidance Scheme</li> <li>3. Life-wide Learning Periods (school-based ,AHP, and PATHS sessions)</li> <li>4. Art lessons (bookmark / comic / thanks giving card design)</li> <li>5. Chinese / English lessons (compositions on moral values)</li> <li>6. Training on handling adversity and emotion management for peer counselors</li> <li>7. Learning log system</li> <li>8. Parenting programs &amp; parents' meeting</li> </ol>	<p>Sept. 2013 / June 2014</p>	<p>Teachers are willing to be role models inside and outside classrooms.</p> <ol style="list-style-type: none"> <li>1. Moral Ed counselors / committee members and peer counselors select relevant articles, life issues and experiences to elaborate positive characters and proper beliefs.</li> <li>2. Peer counselors master debriefing skills to consolidate the effects of the small group sessions. They are willing to be role models when interacting with the S.1 / S.2 students.</li> <li>3. LWL lessons offer a wide coverage of life skills including emotion management, stress management, communication skills, problem solving skills, self-acceptance, and so on.</li> <li>4 &amp; 5 Students present their ideas on positive values with reference to their personal experience.</li> <li>6. Peer counselors master the skills in emotion and stress management and guide their junior schoolmates to learn the skills.</li> <li>7. Number of students given detention decreases by 5 %. Number of students receiving recognition increases by 5 % (compared with 2012-13)</li> <li>8. Parents gain knowledge, skills and a proper attitude to nurture the emotion well being and aspiration of their children.</li> </ol>	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Statistics</li> <li>• Monthly Reflection (peer counsellors)</li> <li>• Content analysis (dosage for target values)</li> <li>• Feedback from parents and participants</li> <li>• Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling Team</li> <li>• Discipline Team</li> <li>• Moral Education Team</li> <li>• Life-wide Learning Team</li> <li>• Health Education Unit</li> <li>• School Social Worker</li> <li>• Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Prizes for schemes and Competitions</li> <li>• Subsidies from Morrison Fund, Guidance Fund, PTA and SBM.</li> <li>• Counselling Prefects</li> <li>• Discipline Prefects</li> <li>• Peer Counsellors</li> <li>• Officials of Moral Education Team</li> <li>• Student Council</li> <li>• Minor staff</li> <li>• Department of Health (BLST program of AHP)</li> <li>• TWGHS CROSS Centre (Training on emotion and stress management)</li> <li>• Jockey Club (PATHS)</li> </ul>

**Area of Major Concern : Strengthening students' core values (2013-14)**

**Target 2.2 to promote social awareness**

Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p><b>2.2.1 Strengthen students' social awareness and their willingness to serve the community &amp; to establish the Elder Academy in QC</b></p> <p>(a) Organizing long-term leadership training programmes for student leaders through joint-school volunteer training schemes organized by different social service clubs, uniform groups, the Elder Academy and NGOs</p> <p>(b) Promoting fund-raising activities for people in need through different occasions e.g. Dress Special Day for the Community Chest, Open Day and special events occurred throughout the year to promote the concept – “More blessed to give than to receive; 施比受更爲有福”</p> <p>(c) Promoting and encouraging students to participate in regular social services and training such as flag-selling or activities organized by the Elder Academy, social service clubs and uniform groups.</p> <p>(d) Organizing service training programmes for all NSS1 and NSS2 students during LWL periods to arouse students'</p>	<p>09/2013 to 08/2014</p>	<p>(a) Over 200 students take part in the activities organized by the social service team, other social service groups and uniform groups.</p> <p>(b) Over 90 % of students take part in the fund-raising activities.</p> <p>(c) Over 300 students take part regular services and training activities. More elderly-student activities are organized through the Elder Academy</p> <p>(d) Over 95% of S4 and S5 students take part in organizing and running service</p>	<ul style="list-style-type: none"> <li>■ Evaluation on willingness and readiness of students' participation in related activities</li> <li>■ Feedback from parents and participants</li> <li>■ Feedback from trainers</li> <li>■ Teachers and students surveys</li> <li>■ No. of students receiving awards or certificates distributed by outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>■ Discipline Team</li> <li>■ Counselling Team</li> <li>■ Life-wide Learning Committee</li> <li>■ Social Service Team and corresponding clubs</li> <li>■ Uniform groups</li> <li>■ Class teachers</li> <li>■ Student Council</li> <li>■ PTA</li> <li>■ Gifted Education Committee</li> <li>■ School Social Worker</li> <li>■ Healthy School Team</li> <li>■ P.E. department</li> <li>■ NGOs</li> </ul>	<ul style="list-style-type: none"> <li>■ Prizes for competitions</li> <li>■ Subsidy from Morrison Fund, Programme Fund and SMI Fund</li> <li>■ Certificates and Scholarships from school and outside agencies e.g. Social Welfare Department and the Boys' &amp; Girls' Clubs Association of Hong Kong, WI Cheung Scholarship</li> <li>■ Funding from outside agencies e.g. Elderly Commission</li> <li>■ Other outside bodies e.g. Tai Hang Youth Centre, TWGHs CROSS Centre, Wan Chai Methodist Centre for the Seniors, Hong Kong Family Welfare Society</li> </ul>



Strategies/Tasks	Time scale	Success Criteria	Method of Evaluation	People responsible	Resources required
<p>awareness of serving the elderly and disabled people</p> <p>(e) Other Programmes</p> <ul style="list-style-type: none"> <li>■ Life-wide Learning Periods</li> <li>■ Morning Assemblies</li> <li>■ Open Days</li> <li>■ Hong Kong Mental Health Quiz Competition for Secondary School Students organized by the Mental Health Association of Hong Kong</li> <li>■ Elderly-students Table-tennis Fun Day</li> </ul> <p>(f) Recognition of students' excellent performances in community services through participating in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department and WI Cheung Scholarship, the Boys' &amp; Girls' Clubs Association of Hong Kong, Wan Chai District Outstanding Youth Selection Board etc.</p>		<p>activities.</p> <p>(e) Students are guided to acquire correct values to serve the community through involvement in LWL periods, talks, visits, service activities and competitions.</p> <p>(f) (1) More than 30 students obtain the Gold Award, Silver Award and Bronze Award and the school obtained the gold award in the Hong Kong Volunteer Service Award Scheme organized by the Social Welfare Department.</p> <p>(2) Some students obtain the scholarships or awards provided by outside agencies.</p>			